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ABSTRACT

This paper describes a 1994 survey of New England colleges and universities regarding the professional services that faculty were engaging in and the policies and structures that supported such activities. Questionnaires were mailed to deans and chief academic officers at 225 institutions of higher education in New England; 120 institutions responded. Overall, the study found considerable institutional commitment to faculty professional service. A majority of respondents reported that service was a stated part of their institutional mission and that faculty, administrators, and staff supported that commitment. However, a gap was revealed between statements and practice. Only one-third of the respondents were able to demonstrate that commitment by naming either an office or individual charged with overseeing service initiatives or citing explicit criteria used to evaluate professional service in promotion and tenure decisions. Results varied by institution type, with public four-year institutions reporting higher levels of commitment and support for faculty professional services than either private four-year institutions or two-year colleges. The survey and a list of survey respondents are appended. (SM)

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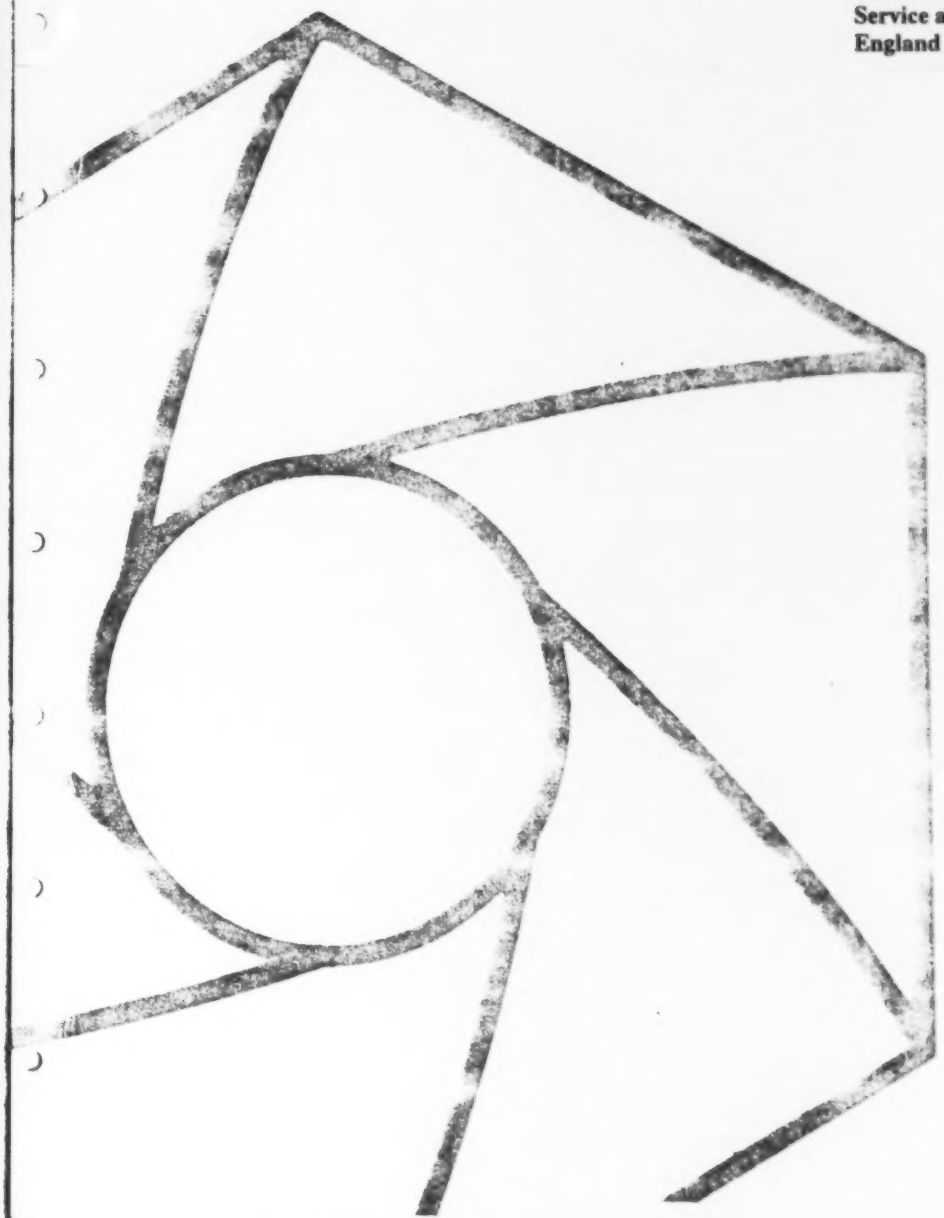
New England Resource Center *for* Higher Education

University of Massachusetts *at* Boston

Working Paper # 20

The Status of Faculty Professional Service and Academic Outreach in New England



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Working Paper # 20

The Status of Faculty Professional Service and Academic Outreach in New England

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Fall 1997

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Abstract

In 1994 the New England Resource Center for Higher Education surveyed New England colleges and universities about the professional service faculty are engaging in, and the policies and structures that support such activities. Information was obtained from 120 institutions. As seen through a wide lens, there is considerable institutional commitment to faculty professional service. A majority of respondents reported that service is both a stated part of their institutional mission and that faculty, administrators and staff supported that commitment. However, a sharper focus reveals a gap between statements and practice: only a third of the respondents were able to demonstrate that commitment through either an office or individual charged with overseeing service initiatives or use of explicit criteria to evaluate professional service in promotion and tenure decisions. Results varied by institutional type, with public four-year institutions reporting higher levels of commitment and support for faculty professional service than either private four-year institutions or two-year colleges.

Introduction

In 1994, the New England Resource Center for Higher Education (NERCHE) at the University of Massachusetts Boston embarked on a five year program on Faculty Professional Service and Academic Outreach to assist colleges and universities in developing structures and policies that support faculty professional service. The program has four goals: 1) to increase awareness about faculty service, 2) to support campus programs that encourage faculty service and outreach, 3) to help institutions assess the progress of their efforts at institutionalizing service, and 4) to disseminate these efforts regionally and nationally. Within this context, *faculty professional service is defined as work in the community that is based on a faculty member's expertise and contributes to the outreach mission of the college or university*. Specifically, the work must be external, benefiting an entity outside the institution. In engaging in professional service, faculty must use their capacities as experts in certain fields and integrate their service with their teaching and research. Finally, the products resulting from professional service activities are not proprietary, but are public, available and shared.

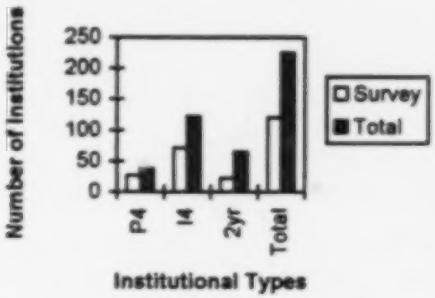
We knew, from our own experience with colleges and universities, that while many faculty members were engaged in community-based work, this work was often invisible within the institution. To carry out the goals of the project, we needed to know where and how faculty professional service is supported at the institutional level.

Methodology

We mailed questionnaires on the structures and policies supporting faculty professional service to deans and chief academic officers at 225 institutions of higher education in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island and Vermont. As this survey is illustrative, the

methodology consists of simple, descriptive statistics. Overall, 120 institutions responded and were subdivided into public four-year, private four-year, and two-year institutions (see Appendix 1). We received only 22 responses from both two-year public and private institutions and elected to combine the sectors for reporting purposes. One of the reasons for the limited response rate was that the survey design did not adequately address the issues and structures of two-year colleges – a situation reflected in respondent comments. One two-year college respondent noted that he had difficulty answering the questions because his faculty (all part-time) "were the community."

Figure 1.: Survey responses by institutional type relative to all institutions in New England



P4-Public 4 yr; I4 - Private 4 year; 2yr- 2year private and public

Survey questions addressed three areas: the campus, faculty and students (see Appendix 2). Campus questions addressed the overall structures that support faculty professional service such as mission statements, types of service initiatives, and coordination of initiatives. Faculty questions pertained to issues of promotion and tenure, workload and documentation. While our focus is faculty professional service, we are aware of the range of service activities carried out by students. Thus, one section of the questionnaire referred to student activities, including service learning activities with faculty and co-curricular service opportunities.

Respondents were asked to give their names, titles and addresses, and were invited to include comments as well as relevant material from their

campuses. We received five anonymous surveys that were included with the other respondents for a general description of service, but could not be used for analysis by institutional type.

Survey Results: The General Picture

As seen through a wide lens, there is considerable institutional commitment to faculty professional service. A majority of respondents reported that service is both a stated part of their institutional mission and that faculty, administrators and staff supported that commitment. However, a sharper focus reveals a gap between statements and practice: only a third of the respondents were able to demonstrate that commitment through either an office or individual charged with overseeing service initiatives or use of explicit criteria to evaluate professional service in promotion and tenure decisions. Results varied by institutional type, with public four-year institutions reporting higher levels of commitment and support for faculty professional service than either private four-year institutions or two-year colleges. What follows is a summary and discussion of each major section of the survey: the **Campus**, the **Faculty** and the **Students**.

The Campus

All Campuses: Seventy-three percent of all respondents reported that outreach is part of the institutional mission, and, of those, 74 percent indicated faculty and administrative support for the mission. Almost half of the institutions (46%) reported having specific centers or institutes focused on academic outreach, and 83 percent indicated that outreach efforts are publicized on campus. In practice, however, it appears that *for most colleges and universities outreach activities are not institutionalized.* Only 33 percent had an office or individual in charge of campus outreach, and fewer, 16 percent, determined institutional outreach priorities through a committee or task force. It seems that for most institutions the service or outreach mission of the campus is left to the

initiative of individual faculty. Ninety-two percent of responding institutions reported the existence of individual initiatives on their campuses, while only 68 percent reported that departments are involved in service initiatives. Service activities occur through various centers and institutes and through clinics at about half of the campuses (54% and 53%, respectively).

Public Four-Year Campuses: Almost every public four-year institution surveyed (96%) identified faculty professional service as a stated part of the institutional mission and of those, all (100%) reported a commitment to this mission on the part of administrators, faculty, and staff. One reason for the emphasis on service in the missions of public institutions was identified by respondents, who noted their institutions' land-grant status with mandates to serve the education and information needs of the citizenry. Indeed, 48 percent report that members of the non-university community are involved in planning campus outreach priorities. And, according to most of our respondents, the word is out to the campus community: 93 percent report that service efforts are publicized on campus.

While there is much faculty service activity on public campuses, it is characterized by lack of centralization and coordination. Only a third (33%) identified an office or individual in charge of campus outreach and 7 percent reported having a committee or task force that determines the institution's outreach priorities. Centers and institutes play a significant role in carrying out the service mission at public four-year campuses: 70 percent of respondents report housing such service-oriented entities.

In general, how faculty professional service takes place appears to be diffused within these institutions. At most campuses (96%) individual faculty engage in service activities with the external community. Slightly fewer campuses reported the existence of other service initiatives: departmental initiatives (89%), centers and institutes (78%), and clinics (70%). Overall, respondents from public four-year institutions claimed that engaging in service activities helps faculty careers. Of those reporting the existence of individual

initiatives on campus, 85 percent believed these activities helped faculty careers. The reported positive effects of other types of activities on faculty careers were notable as well, with 78 percent reporting that department initiatives help faculty and 67 percent noting that service activities in centers, institutes, and clinics were advantageous to faculty careers.

While an overall institutional commitment was expressed, service was actually manifested unevenly across units. Respondents representing an individual school or department indicated they were only able to speak for activities within their units. As one noted, "Individuals, departments, and colleges vary considerably in their involvement in professional service, although in keeping with the land grant mission, all do some." In addition, while a variety of service activities exist on these campuses, our questionnaire did not ask about the actual incidences of these initiatives. As one respondent pointed out "My 'yes' category in some cases represents my knowledge of some activity or activities. However, in some cases the number and/or emphasis may be very minimal. I think the participation is very uneven across the university." Another commented "We engage in many of the activities listed on the questionnaire but they are not part of all programs or all departments. Activities probably are dependent on individual initiatives, although I would guess most faculty value service."

Private Four-Year Campuses: In contrast to public four-year institutions, only two-thirds (68%) of private four-year institutions reported that academic outreach or professional service is a stated part of the institutional mission, and of those institutions, 68 percent declared that administrators, faculty, and staff support the statement. The story was different for specialized four-year privates, such as seminaries or schools sponsored by religious groups, where service is an explicit part of their missions. Professional schools also have a higher involvement in service than the average four-year private institution.

In general, while public institutions may have a stronger service mission, the service activities at private institutions in our sample appear to be somewhat

more centralized than their public counterparts. A fifth (20%) of the private four-year respondents reported having a committee or task force that determines institutional outreach priorities and 38 percent reported that they have centralized coordination of campus outreach. Yet, less than half (44%) house centers or institutes whose primary mission is outreach. External community involvement in planning campus outreach priorities occurs less frequently at private four-years (39%) than at public four-years (48%). A majority (84%) reported publicizing both individual and collective outreach efforts to the campus community. On private campuses, individual initiatives represent the most common type of service activity. Ninety-four percent reported that individual initiatives exist; however, in contrast to their public counterparts, private campuses reported the existence of other types of service activities less frequently. Sixty-six percent reported the existence of department initiatives. Only half (49%) of private four-years named centers or institutes and slightly fewer (45%) named clinics as vehicles for service activity.

The reported effects of service on faculty careers were less positive in private than in public four-year settings. While 75 percent reported that individual initiatives enhance the careers of faculty who engage in them, 11 percent reported no effect. Approximately half of the respondents (54%) reported that engaging in department initiatives benefits faculty careers, and of those only 37 percent believed that service activities in centers, institutes, and clinics helped faculty careers. As with public institutions, it appears that individual gains to faculty careers lessen as the activity becomes more collective.

Two-Year Campuses: Overall, respondents from two-year institutions reported that faculty service is less of an institutional priority than did their four-year counterparts. Two-thirds (64%) of these respondents identified academic outreach or professional service as a stated part of their institutional mission,

and of those, two-thirds (64%) stated that administrators, faculty, and staff support this mission. None, however, reported centralized coordination of service or outreach and only nine percent reported that a committee or task force determines their institution's outreach priorities. A third (32%) of respondents stated that two-year colleges involve the non-university community in planning campus outreach priorities, with 14 percent indicating they did not know. Only 23 percent report the existence of centers or institutes whose primary mission is academic outreach and almost two-thirds publicize outreach efforts to the campus community.

It appears that faculty are both less involved in and receive fewer career benefits from service activities on two-year campuses. Three-fourths (77%) of respondents indicated that individual initiatives exist on these campuses, however, of these, only fifty-nine percent reported that faculty careers are helped by engaging in service. Less than half (45%) of two-year campuses reported that department initiatives exist, and of those reporting, less than half (41%) believed these initiatives were helpful to faculty careers. Service activities occurring in centers and institutes were reported by less than half of these campuses (41%) and benefits to faculty careers through involvement in this type of service was reported by less than a third (27%) of respondents. Finally, clinical settings provide opportunities for outreach in 59 percent of the cases, with more than half of these respondents (59%) reporting that involvement was positive for the careers of faculty involved in these settings. As with respondents from other sectors, respondents at the two-year institutions identified a recent commitment on the part of their institutions to service. "Service learning is receiving increasing interest of the faculty with many interested in incorporating it into their courses or programs. We have a service learning task group of faculty, administrators, and student affairs staff working on this."

Table 1: Selected summary of survey results on the structures supporting service on the campus level.

Questions	Public 4 year	Private 4 year	2 Year	All institutions
Part of mission	26 (96%)	48 (68%)	14 (64%)	88 (73%)
Belief in mission statement	27 (100%)	48 (68%)	14 (64%)	89 (74%)
Office or individual in charge	9 (33%)	27 (38%)	0 (0%)	40 (33%)
Outreach committee	2 (7%)	15 (21%)	2 (9%)	19 (16%)
Centers or institutes	13 (48%)	28 (39%)	7 (32%)	48 (40%)
Community involvement	19 (70%)	31 (44%)	5 (23%)	55 (46%)
Publicity	25 (93%)	60 (85%)	14 (64%)	100 (83%)

The Faculty

Overall, institutions want their faculty to engage in service to the external community, but it appears there is some ground to cover between encouragement and support. Almost all responding institutions (92%) reported that faculty are encouraged to engage in service, and that individual faculty initiatives are the most common outreach activity on campus. Almost half (48%) of the institutions provide incentives or rewards, such as grants and release time, to faculty, and at almost two-thirds (62%) of the institutions, respondents report that faculty participate in key institutional decisions relating to outreach. Yet, only 63 percent reported that their institution recognizes service as a legitimate part of the faculty workload and far fewer -- a fifth (19%) -- provide printed guidelines about professional service for faculty engaging in these activities. While slightly over half (56%) report that there is a mechanism for documenting and evaluating service, less than a third (31%) reported that

explicit criteria are used to evaluate faculty professional service in promotion and tenure decisions. More disquieting is that only 17 percent reported that professional service is weighed seriously in promotion and tenure decisions. It appears that while faculty in a majority of these institutions are deploying their expertise in the community, there is only modest support for these endeavors. And this support rarely acknowledges the scholarly nature of their work.

Public Four-Year Campuses: The picture at public four-year institutions is the most promising in terms of support for faculty service. All of these respondents claimed that faculty are encouraged to engage in professional service. Almost three-quarters (74%) reported that faculty are involved in key institutional decisions relating to outreach. Seventy-four percent reported that the institution recognizes professional service as a legitimate part of faculty workload, and 70 percent indicated that there is a mechanism for documenting and evaluating professional service on their campus or in their unit. But, just a little more than half (56%) reported institutional incentives or rewards (grants, release time) for faculty who engage in professional service. Only a third (37%) could point to printed guidelines about professional service, and only 33 percent reported that explicit criteria were used to evaluate professional service in promotion and tenure decisions. Perhaps most importantly, very few (8%) said that faculty professional service was weighed seriously in tenure and promotion decisions. One respondent noted the inconsistent response to service at the unit level: "There is a great deal of variation between departments and schools regarding this issue and its contribution or lack thereof to tenure and promotion." Another respondent noted that "criteria are very general."

Private Four-Year Campuses: Ninety-five percent of the private four-year institutions surveyed indicated that faculty are encouraged to engage in professional service. Professional service is recognized as a legitimate part of the faculty workload at over half (59%) of these institutions, though less than half

(45%) report that faculty participate in key institutional decisions relating to outreach.

Like public four-years, these institutions report a lack of clear policies and guidelines with respect to service. Slightly more than half (59%) indicated that there were institutional incentives or rewards for faculty engaging in service, but only 9 percent reported having printed guidelines about professional service. Interestingly, in contrast to eight percent of public institutions, nearly a fifth (19%) of these institutions report seriously weighing service in promotion and tenure decisions. One-half (50%) have a mechanism for documenting and evaluating faculty professional service, and a third (32%) had explicit criteria for evaluating professional service in promotion and tenure decisions. And at least one institution is in the process of creating one: "[We] are developing a mechanism for documenting and evaluating service, based on Boyer. We do a lot of it, but we haven't quantified it. We may make it more formal. It may become one the major scholarly areas faculty engage in." Another called the mechanism for documenting and evaluating service "whimsical -- faculty document it themselves." Along the same lines, another respondent commented, "There is no formalized way to account for this part of a faculty member's life. Outreach could be scholarship or college community service. But its not as important as teaching and scholarship."

Two-Year Campuses: Eighty-seven percent of two-year colleges (both public and private) encourage faculty to engage in professional service, but only 15 percent of these campuses reported having printed guidelines about professional service. Less than half (42%) offer institutional incentives or rewards to faculty to engage in professional service. As with public four-year institutions, a majority of the two-year institutions (62%) report that faculty participate in key institutional decisions relating to outreach. Nearly two-thirds (61%) of these institutions recognize professional service as a legitimate part of

faculty workload and half (52%) have mechanisms for documenting and evaluating it. Explicit criteria for evaluating promotion and tenure decisions, however, exist at only a third (30%) and, like private four-years, a fifth (21%) reported that faculty professional service is weighed seriously in promotion and tenure decisions. However, one respondent, at a community college where service was weighed seriously in promotion and tenure decisions, reported that "Faculty think that service is weighed too heavily." As was reported in the Campus section, service appears to be less of an institutional priority on two-year campuses than on four-year, however, two-year institutions acknowledge the scholarly value of faculty service at a higher rate than their four-year counterparts.

Table 2: Selected summary of survey results on the structures and attitudes supporting service with regard to faculty roles and rewards.

Questions	Public 4 year	Private 4 year	2 Year	All institutions
Encouraged	27 (100%)	67 (95%)	19 (87%)	110 (92%)
Printed guidelines	10 (37%)	6 (9%)	3 (15%)	23 (19%)
Part of workload	20 (74%)	42 (59%)	13 (61%)	76 (63%)
Explicit criteria	9 (33%)	23(32%)	13 (30%)	37 (31%)
Documentation mechanism	19 (70%)	35 (50%)	12 (52%)	67 (56%)
Taken seriously	2 (8%)	13 (19%)	5 (21%)	20 (17%)
Involvement in decisions	20 (74%)	32 (45%)	14 (62%)	74 (62%)
Incentives and rewards	15 (56%)	42 (59%)	9 (42%)	58 (48%)

The Students

Faculty appear to be a critical link for student engagement in service. At 82 percent of the campuses, students are involved with service through their courses, and at 65 percent, students work with faculty engaged in applied research projects. Slightly more than a fifth (22%) of campuses have a service requirement as part of the undergraduate curriculum, and slightly fewer (17%) offer student research grants encouraging service. In half the cases (53%), however, it is the co-curriculum that provides students with the most opportunities to engage in service.

Public Four-Year Campuses: A large majority (89%) of public four-year respondents indicated that students are involved in service through their courses, and nearly the same proportion (85%) reported that faculty involve students in their applied research. Only one-fifth (19%) reported having research grants that encourage service for students, while only 11 percent reported the inclusion of a service requirement in the undergraduate curriculum. Half of the respondents (52%) reported that most student service opportunities occur through co-curricular activities on their campuses.

Private Four-Year Campuses: A majority of private four-year respondents (73%) report that students are involved in service through courses though at a lower rate than do their public counterparts. Very few -- only 5 percent -- indicated that students are involved in service through faculty applied research. None of our respondents from private four-year institutions reported that they offer student research grants that encourage service. As with public four-year institutions, most student service opportunities occur through the co-curriculum at private four-year campuses (55%) and few (14%) reported having an undergraduate service requirement.

Two-Year Campuses: Student involvement in service through courses is considerable at two-year campuses. Most (82%) reported that two-year college students engage in service through their courses, and three-quarters (76%) report that students are involved with faculty's applied research (76%). Yet, two-year institutions are clearly more supportive of student service than are their four-year counterparts. Nearly a fifth (21%) offer research grants to encourage student service, and over a quarter of these institutions (28%) have a service requirement as part of the undergraduate curriculum. Once again, the co-curriculum accounts for most of the student service opportunities at over half of these institutions (54%).

Table 2: Selected summary of survey results on the structures supporting service with regard to students.

Questions	Public 4 year	Private 4 year	2 Year	All institutions
Service learning	24 (89%)	52 (73%)	18 (82%)	98 (82%)
Faculty research	23 (85%)	4 (5%)	17 (76%)	78 (65%)
Grants	5 (19%)	0 (0%)	5 (21%)	20 (17%)
Requirement	3 (11%)	16 (14%)	6 (28%)	26 (22%)
Co-curricular activities	14 (52%)	39 (55%)	12 (54%)	64 (53%)

Implications

Are colleges and universities in New England engaged in their communities? The answer is a resounding "yes." Faculty and students, through individual projects, the curriculum, institutional initiatives or outreach centers, are incorporating service and outreach activities into their work.

Unfortunately, while institutions profess to value service as part of faculty work, there is little offered to faculty with regard to specific support for service. Overall, public institutions appear to have the clearest service missions and the largest number of service opportunities. Relying on public support, these institutions may have the greatest immediate incentive for filling the structural gap between mission and faculty activity. Private four-year institutions present a slightly different picture. While much faculty service goes on, it is not a specific component of the mission of some institutions. On campuses where professional service does occur, they appear to be slightly more strategic about coordinating it on the institutional level.

Many institutions report that they have mechanisms for documenting and evaluating service. But the relationship between faculty service work and specific incentives and rewards is fragile, especially concerning promotion and tenure. Attention to this relationship is inconsistent across institutions and within individual institutions themselves. We suspect that documentation may mean simply adding a list of service activities to dossiers, rather than involving the depth of reporting required for teaching and/or research. A number of respondent comments point to increased institutional efforts to acknowledge service as a scholarly activity and to document and evaluate it in rigorous ways. It is clear from our data that engaging in professional service is believed to be helpful to faculty careers. We did not ask for specific examples in our questionnaire, but anecdotal evidence points to the role that service activities play in enriching both teaching and research, a potential relationship that invites further study.

These data present several future research possibilities. No attempt was made to analyze the strength of relationships between institutional types or variables. Several observations warrant this analysis. For instance, in this analysis, private four-year institutions consisted of religious, research oriented and liberal arts colleges and universities. In a larger sample (e.g. a national

population) it would be worthwhile to make within- and across-group institutional comparisons. As our survey instrument did not adequately address the unique missions and structures of two-year colleges, it would be valuable to investigate two-year colleges in order to understand their particular issues with regard to professional service and community engagement.

It was also observed that as service activities become more collective, they appear to be less helpful to faculty careers. As we encourage colleges and universities to institutionalize professional service it is important to fully analyze the impact on individual faculty careers as well as understand the relationship between units that carry out the service mission of the institution and faculty work.

Appendix One
Survey Respondents

Type	State	Institution
3	CT	Albertus Magnus College
3	MA	American International College
3	MA	Amherst College
2	ME	Andover College
2	MA	Aquinas College - Newton
2	CT	Asnuntuck Community-Technical College
3	MA	Atlantic Union College
3	MA	Babson College
3	ME	Bangor Theological Seminary
3	ME	Bates College
2	ME	Beal College
3	VT	Bennington College
3	MA	Bentley College
3	MA	Berklee College of Music
3	MA	Boston Architectural Center
3	MA	Boston College
3	MA	Boston Conservatory
3	MA	Boston University
3	ME	Bowdoin College
3	MA	Bradford College
3	MA	Brandeis University
1	MA	Bridgewater State College
2	MA	Bristol Community College
3	RI	Brown University
3	VT	Burlington College
3	MA	Cambridge College
2	CT	Capital Community-Technical College
1	VT	Castleton State College
2	ME	Central Maine Technical College
3	MA	Clark University
3	VT	College of St. Joseph
3	ME	College of the Atlantic
2	RI	Community College of Rhode Island
3	NH	Daniel Webster College
1	CT	Eastern Connecticut State University
3	MA	Eastern Nazarene College
3	MA	Emerson College
3	MA	Emmanuel College
3	CT	Fairfield University
1	MA	Framingham State College
2	MA	Franklin Institute of Boston
3	NH	Franklin Pierce College
2	CT	Gateway Community-Technical College
3	MA	Gordon College
2	MA	Greenfield Community College
3	MA	Hampshire College
3	CT	Hartford Graduate Center
3	CT	Hartford Seminary
3	MA	Hebrew College

3	MA	Hellenic College
2	CT	Housatonic Community-Technical College
3	ME	Husson College
1	NH	Keene State College
3	MA	Lasell College
3	MA	Lesley College
1	VT	Lyndon State College
2	CT	Manchester Community-Technical College
3	MA	Massachusetts Institute of Technology
1	MA	Massachusetts Maritime Academy
2	MA	Massasoit Community College
2	NH	McIntosh College
3	MA	Merrimack College
3	VT	Middlebury College
2	MA	Middlesex Community College
3	MA	Montserrat College of Art
2	MA	Mount Wachusett Community College
3	NH	New England College
3	MA	New England Conservatory of Music
3	MA	Nichols College
1	MA	North Adams State College
2	MA	North Shore Community College
3	NH	Notre Dame College
3	RI	Providence College
2	CT	Quinebaug Valley Community-Technical College
3	CT	Quinnipiac College
2	MA	Quinsigamond Community College
3	MA	Regis College
1	RI	Rhode Island College
3	RI	Rhode Island School of Design
3	NH	Rivier College
3	RI	Roger Williams University
3	CT	Sacred Heart University
3	NH	Saint Anslem College
3	MA	Saint John's Seminary
3	ME	Saint Joseph's College
1	MA	Salem State College
3	RI	Salve Regina University
3	MA	Simmons College
3	MA	Simon's Rock College of Bard
3	MA	Springfield College
2	MA	Springfield Technical Community College
3	CT	Teiyko Post University
3	CT	Trinity College
3	VT	Trinity College of Vermont
1	CT	United States Coast Gaurd Academy
3	ME	Unity College
3	CT	University of Bridgeport
1	CT	University of Connecticut
3	CT	University of Hartford
1	ME	University of Maine - Augusta
1	ME	University of Maine - Farmington
1	ME	University of Maine - Fort Kent
1	ME	University of Maine - Machias
1	ME	University of Maine - Orono
1	MA	University of Massachusetts - Amherst

1	MA	University of Massachusetts- Boston
1	MA	University of Massachusetts- Dartmouth
1	MA	University of Massachusetts- Lowell
3	ME	University of New England
1	NH	University of New Hampshire
3	CT	University of New Haven
1	RI	University of Rhode Island
1	ME	University of Southern Maine
1	VT	University of Vermont
1	CT	Western Conn State University
3	MA	Western New England College
1	MA	Westfield State College
3	MA	Wheaton College
2	NH	White Pines College
3	CT	Yale University

Appendix 2
Faculty Professional Service and Academic Outreach Inventory

Faculty professional service is work based on the faculty member's expertise and contributes to the outreach mission of the college or university. Professional service can include research carried out for community organizations, consulting for external organizations, technical assistance, and program or policy development.

The Campus	Responses Yes	No	Don't Know
Is academic outreach or professional service a stated part of the institutional mission?	Yes	No	DK
Do administrators, faculty, and staff generally believe in and support the statement?	Yes	No	DK
Is there an office or individual in charge of campus outreach?	Yes	No	DK
Is there a committee or task force that determines the institution's outreach priorities?	Yes	No	DK
Are members of the non-university community involved in planning campus outreach priorities?	Yes	No	DK
Are there centers or institutes whose primary mission is academic outreach?	Yes	No	DK
Are individual and collective outreach efforts publicized on campus?	Yes	No	DK

Which of the following service/outreach activity(ies) exist at your institution? How does involvement affect faculty careers?

	Exist	Please X response: Helps	No Effect	Harms
Individual initiatives				
Department initiatives				
Centers & Institutes				
Clinics				

Faculty	Yes	No	Don't Know
Are faculty encouraged to engage in professional service?	Yes	No	DK
Are there printed guidelines about professional service for faculty engaging in these activities?	Yes	No	DK
Does this institution recognize professional service as a legitimate part of the faculty workload?	Yes	No	DK
Are explicit criteria used to evaluate professional service in promotion and tenure decisions?	Yes	No	DK
Is there a mechanism for documenting and evaluating faculty professional service?	Yes	No	DK
Rate how seriously faculty professional service is weighed in promotion and tenure decisions	Very Seriously 1 2 3 4 5 —> Not Seriously		
Do faculty participate in key institutional decisions relating to outreach?	Yes	No	DK
Are there institutional incentives or rewards for faculty who engage in professional service (e.g. grants, release time, etc.)?	Yes	No	DK

Students	Yes	No	Don't Know
Are students involved in service through their courses?	Yes	No	DK
Are students involved in service with faculty who are engaged in applied research?	Yes	No	DK
Are there student research grants that encourage service?	Yes	No	DK
Is there a service requirement as part of the undergraduate curriculum?	Yes	No	DK
Do most student service opportunities occur through co-curricular			

activities (e.g. through Student Affairs)?

Yes	No	DK

About the New England Resource Center for Higher Education

The New England Resource Center for Higher Education (NERCHE), founded in 1988, is dedicated to improving colleges and universities as workplaces, communities, and organizations. NERCHE addresses this issue through think tanks, research, consulting, professional development, and publications.

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